

Seminole County Public Schools

Day One Principal Profile



Seminole County Public Schools is committed to excellence and equity for all students. All schools will perform at the highest competitive levels on state, national and international assessments. All student will be provided with high quality, engaging, rigorous instruction that fosters creativity and innovation.

SCPS is committed to equity by closing the achievement gap and ensuring consistency in expectations for all student sub-groups; reflecting diversity in district leadership, school student enrollment, and instructional/support staffing; and attracting and retaining teachers for Title I and at-promise schools.

At the school level, it is the responsibility of the principal to ensure that all students acquire the knowledge, skills and attitudes to be productive citizens. The principal is essential to supporting the District's Mission of Excellence and Equity, and meeting the priorities established in the [District Strategic Plan](#). The principal provides the school-based leadership required to sustain a focus on improving instruction for the purpose of increasing the achievement of all students in a safe learning environment while ensuring the orderly and efficient operation of the school.

SCPS is committed to a strong principal pipeline and ongoing principal mentorship and development.

In 2006 SCPS achieved Unitary Status.* Unitary Status is achieved when the Court determines that a school district has eliminated the vestiges of its “dual system” of education in which black students were educated in schools that were separate and apart from schools serving white students. SCPS has made a promise to the Department of Justice and the students and families of Seminole County to never again operate a dual system. This promise extends to all SCPS student subgroups.

Qualifications and Competencies of a Day 1 SCPS Principal	Evidence	SCPS School Leadership Evaluation Indicator(s) and SCPS Strategic Plan Systems Initiative(s)
Vision & Mission		
<ul style="list-style-type: none"> Ability to create a shared mission and vision aligned with district mission and vision for instructional excellence & equity. 	<ul style="list-style-type: none"> Implements school practices and policies in accordance and alignment with district mission and vision for instructional excellence and equity as outlined in District Strategic Plan 	<p>23, 24, 25</p> <p>A, B, C, D, E, F, G, H</p>
<ul style="list-style-type: none"> Ability to create and implement a shared leadership culture in which faculty and staff work as a system focused on student learning. Ability to ensure excellence and equity with a primary focus on the Key Performance Indicators identified in the Strategic Plan. Ability to close achievement gaps and increase graduation rates for Black & Hispanic students, Students with Disabilities, English Language Learners, and Economically Disadvantaged students. 	<ul style="list-style-type: none"> Mentoring teacher leaders, encouraging teacher-led professional development, fostering effective PLC's Specific evidence of improved performance on an SCPS Strategic Plan Key Performance Indicator (KPI) 	<p>3, 4, 7, 18,</p> <p>A, B, C, D, F</p>

MANAGEMENT & OPERATIONS

<ul style="list-style-type: none"> Understand and direct the maintenance of safe and clean school facilities, in accordance with risk management, district, and state policy/laws. 	<ul style="list-style-type: none"> Clean Campus Report, Risk Management guidelines/Report ED Walkthroughs Evidence of Work Order Support Review Safety & Maintenance Training 	<p>25</p> <p>G, H</p>
<ul style="list-style-type: none"> Understand and implement best practices for student safety and discipline, in accordance with district and state policy/laws. 	<ul style="list-style-type: none"> District School Safety Compliance Checklist, 5 Essentials, Threat Assessments, Hope Scholarship reporting, Student Code of Conduct, Restorative Practices Analysis of Discipline Reports/Disparity Active Engagement with school-based Discipline Review (MTSS, Admin. Team, etc.) 	<p>14, 23, 24, 25</p> <p>D</p>
<ul style="list-style-type: none"> Knowledge of operating procedures and policies regarding school finance, school law, and general operations. 	<ul style="list-style-type: none"> Effective management of project or internal budgets, such as PD, textbook, media and science funds, Flex, summer school, tutorial, AP, CAPE, Saturday School, School Improvement, Evidence of appropriate Purchasing Card Use and Management 	<p>25</p> <p>H</p>

WORKFORCE RECRUITMENT & RETENTION

<ul style="list-style-type: none"> Ability to implement strategies for strategic recruitment, placement, and retention of a diverse staff, both instructional and non-instructional. 	<ul style="list-style-type: none"> Participation in job fairs, supervision of interns and new teachers and new teacher mentor(s), supporting new teachers and staff members, staffing Analysis of Race Ratio Report to narrow/eliminate disparity between student and staff diversity ratios Evidence of mentoring, coaching & retaining teachers Evidence of Hiring/Interviewing diverse candidates 	<p>25</p> <p>F</p>
<ul style="list-style-type: none"> Ability to manage conflict in a productive manner and engage in crucial conversations for effective management of both instructional and non-instructional personnel. 	<ul style="list-style-type: none"> Supervisor feedback based on coaching an employee to improved performance or to successful exit, in accordance with employee contracts and evaluation guidelines Analysis of probation/termination data Review of employee disciplinary process, documents & actions 	<p>20, 25</p> <p>F, H</p>

DATA DRIVEN INSTRUCTIONAL LEADERSHIP

<ul style="list-style-type: none"> Ability to lead teams of adults to continuous improvement and high performance. 	<ul style="list-style-type: none"> Coaching and developing PLC leaders and monitoring Professional Learning Community outcomes, School Improvement Plan planning, and implementation aligned to the Strategic Plan, improved interim assessment data or summative data 	<p>3, 4, 8, 14, 15, 18</p> <p>A, B, C, D</p>
<ul style="list-style-type: none"> Knowledge and ability to implement a state approved instructional model. 	<ul style="list-style-type: none"> iObservation data, student performance data Evidence of differentiated professional development to improve instructional effectiveness 	<p>7, 8, 14, 15</p> <p>A, B, C, D</p>
<ul style="list-style-type: none"> Ability to analyze a variety of data (i.e., lagging and leading, short cycle, formative, summative, quantitative, qualitative) in order to ensure increased student achievement for all students. 	<ul style="list-style-type: none"> Gathering, monitoring, and analyzing academic and non-academic data to take intentional action to ensure strong academic outcomes for all sub- groups 	<p>3, 4</p> <p>A, B, C</p>
<ul style="list-style-type: none"> Ability to create a culture of professional growth and provide teacher feedback to improve quality instruction, student learning outcomes, and teacher self-efficacy. 	<ul style="list-style-type: none"> iObservation data, student performance data Professional Development Plan reflective of school and teacher specific needs Establishing feedback loops, classroom walkthroughs, instructional rounds 	<p>8</p> <p>A, B, C</p>

COMMUNICATION & PARTNERSHIP

<ul style="list-style-type: none"> Ability to develop positive relationships and work with diverse stakeholder groups. 	<ul style="list-style-type: none"> Evidence of increases in 5 Essentials and Snapshot measures, school ED visits, supervisor feedback, anecdotal evidence, Association relationships Evidence of intentional planning to engage underrepresented groups in school improvement 	<p>18, 20, 23, 24</p> <p>D, E</p>
<ul style="list-style-type: none"> Ability to communicate powerfully orally and in writing across multiple platforms/formats for a variety of purposes and audiences. Ability to engage in crucial conversations and successfully problem solve difficult or challenging situations. 	<ul style="list-style-type: none"> School events, school messages, student news broadcasts, newsletters, PTA and SAC meeting presentations, leadership in MTSS, Student Study, IEP and parent conference meetings, Team Leader, Collaborative Improvement Team or Building Committee Meetings Restorative Practices 	<p>20, 23, 24</p> <p>D</p>
<ul style="list-style-type: none"> Ability to engage with the broader school and business community to impact student readiness for college, careers and citizenship in the global democratic society. 	<ul style="list-style-type: none"> Serve as liaison to Business Advisory or other Community Partnership groups, Parent and Family Engagement, school district or magnet promotional events, POEs, CTE, CS2030, working with Student Assignment and Program Access 	<p>20, 23, 24</p> <p>C, D, E</p>

Seminole County Public Schools Important Links

Strategic Plan

https://www.scps.k12.fl.us/_resources/documents/strategicplan.pdf

Florida Principal Leadership Competencies

<http://www.fldoe.org/teaching/professional-dev/the-fl-principal-leadership-stars/>

Professional Standards for Educational Leaders

http://npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders_2015.pdf

Seminole County Public Schools

School Leader Evaluation Short Form Indicators and Example Evidence / Look Fors

School Leadership Evaluation Short Form Indicator The school leader . . .	Example Evidence / Look Fors
3. Ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals and for instructional planning.	<ul style="list-style-type: none">• Data briefing at a faculty or team meeting• Hard evidence data monitoring tools (ie. Tracking charts, spreadsheet, online tracking forms)• Evidence of participating in Student Study/IEP Meetings, MTSS meetings, 504 meetings and providing supports to ensure student learning growth and/or behavior improvement
4. Achieves results on the student learning goals of the school by monitoring and analyzing the results of student growth and progress on state and district assessments.	<ul style="list-style-type: none">• Results of departments supervised by the school leader to include learning gains (if applicable), achievement, and subgroups
7. Effectively employs, supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans to serve the school population.	<ul style="list-style-type: none">• Hiring and retention reports• Hard evidence of coaching and support for teachers• iObservation reports of informal walkthroughs (count and not counts) for teachers in need of support

<p>8. Is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate proficiency, and provide timely, actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationship between professional practice and student achievement on those goals.</p>	<ul style="list-style-type: none"> • Evidence of observing, providing feedback, and evaluating classroom teachers and non-instructional personnel
<p>14. Ensures that all students have the opportunity to learn the critical content of the curriculum.</p>	<ul style="list-style-type: none"> • Hard evidence of work completed in a school initiative to minimize or eliminate achievement gaps • Advanced Opportunity student placement and performance reports • Evidence of professional learning experiences (ex. Conferences, workshops AP Cadre Meetings, Leadership Pathway experiences)
<p>15. Ensures the monitoring of text complexity by monitoring teacher implementation of reading strategies with cognitively challenging text and embedding close reading and rereading of complex text into instructional processes as a routine event.</p>	<ul style="list-style-type: none"> • Evidence of school-based initiatives implementing reading strategies with cognitively texts or tasks
<p>18. Routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications.</p>	<ul style="list-style-type: none"> • PLC agendas with written goals for improving instructional practices and student learning for all subgroups • Evidence of participation in formal PLC training

<p>20. Actively communicates with students, parents, and the community to obtain their input for systematic improvement of the optimal functioning of the school.</p>	<ul style="list-style-type: none"> • Evidence of engagement and leading school stakeholder groups such as SAC, PTSA, Advisory Groups, and Booster Clubs • Evidence of utilizing social media (Twitter, Facebook, Instagram), Skyward Messenger, School Messenger, or school websites to communicate with students, families, and other community stakeholders • Evidence of utilizing Snapshot, 5Essentials data, and other feedback gathered from surveys to address school needs
<p>23. Ensures that faculty and staff establish a school climate to support student engagement in learning and provides feedback on the quality of the learning environment.</p>	<ul style="list-style-type: none"> • Participation in Emergency Management Team activities to include block trainings, student threat assessment teams, etc • Experience in managing student discipline and procedures to include parent conferencing, processing discipline referrals, alternative assignment, Hope Scholarship, SESIR infractions and reporting • Evidence of building student relationships and supporting highly engaged classrooms
<p>24. Ensures that students, parents, and the community recognize the school learning environment supports student engagement and is preparing students for life in a democratic society and global economy.</p>	<ul style="list-style-type: none"> • Evidence of cultivating relationships with parent, community leaders, and business partners • Evidence of coordination with local law enforcement agencies and the Student Support Services team regarding school safety concerns, anonymous reporting, and mental health
<p>25. Maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and creates a supportive learning environment by managing the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.</p>	<ul style="list-style-type: none"> • Evidence of experience with master scheduling, budget management, instructional materials, school facilities management, etc • Evidence of management of resources to maintain and refresh POEs and magnet programs and collaboration with the ePathways and the Student Assignment and Program Access Department